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ABSTRACT

This manual describes Right From the Start: Partners in Education (RF3), a federally funded project that was designed to train pre-professionals in the fields of special education, nursing, and social work to work in interdisciplinary teams that provide services to students with special needs. Participating schools, community sites, and institutions of education formed partnerships to carry out four objectives: (1) provide improved services to children with special needs and their families; (2) train special educators, nurses and social workers in teams by allowing them an early opportunity to be directly involved in service delivery; (3) provide professional development for practicing teachers and college faculty; and (4) improve community and interagency involvement to support children with special needs and their families. The project used an interdisciplinary approach to training. College faculty were involved in direct services to families and children and took a leadership role in the community to serve as catalysts for systems change at the local level. The project included 9 college faculty members, 48 paraprofessionals, and 41 practicing mentor professionals over the 3 years that it was funded. Approximately 700 children were served directly at 8 school sites and 54 clients received services at community sites. The manual describes the project's activities, benefits, model components, lessons learned, evaluation methods, and outcomes and includes lists of resources, 8 appendices, and a glossary. (SG)

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Right From the Start: Partners in Education

Project Manual

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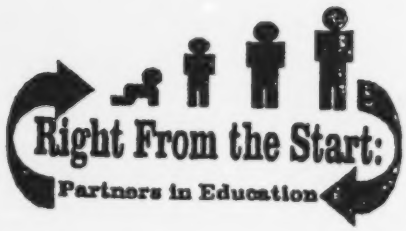

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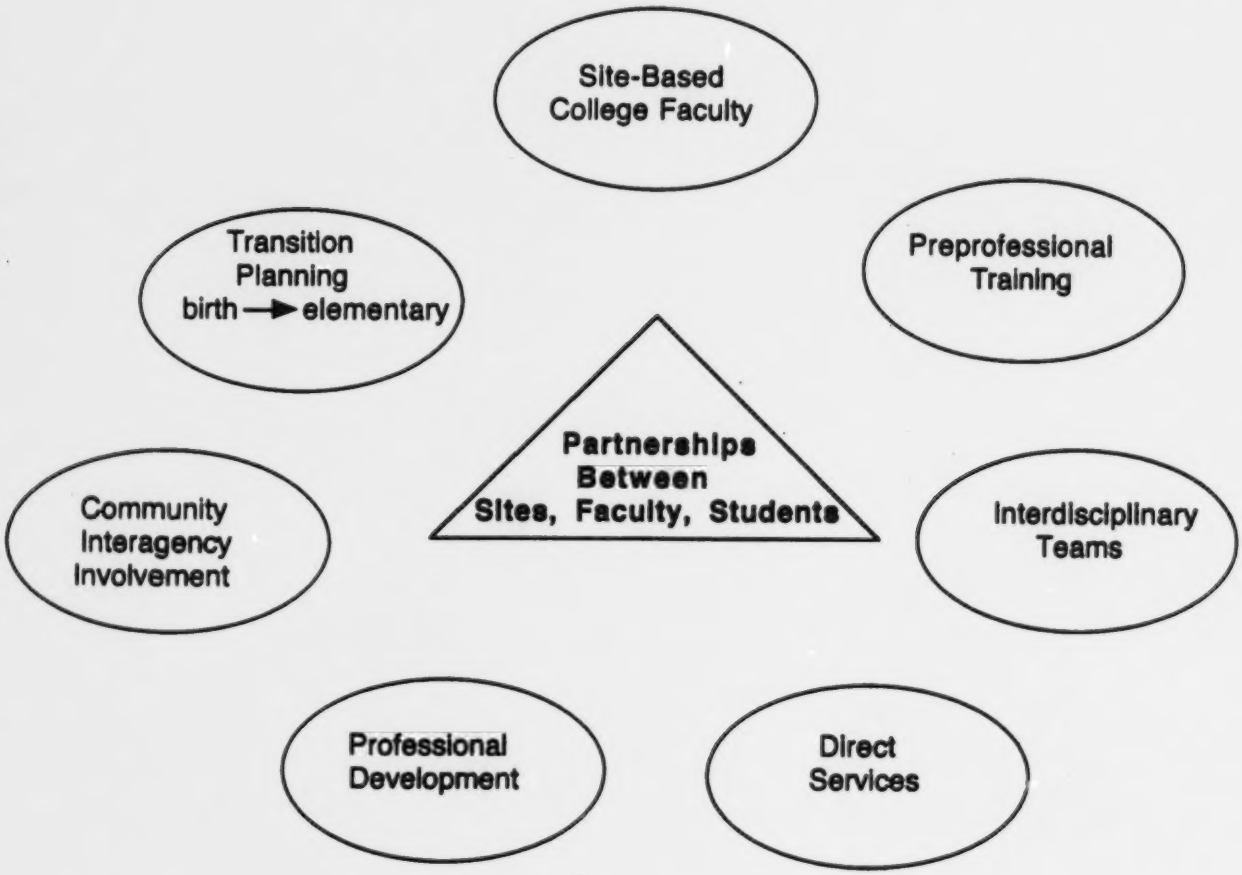
Overview of the Project

Purpose and Rationale

Right From the Start: Partners in Education (RFS) was a federally funded project of national significance based at the Associated Colleges of Central Kansas (ACCK) in McPherson, Kansas. The institutions of higher education included in this project were Bethany College in Lindsborg, Kansas; Bethel College in North Newton, Kansas; Kansas Wesleyan University in Salina, Kansas; McPherson College in McPherson, Kansas; Sterling College in Sterling, Kansas; and Tabor College in Hillsboro, Kansas. This project was designed to train preprofessionals in the fields of special education, nursing, and social work to work in interdisciplinary teams that provide services to students with special needs. The children with special needs had either been identified as having a disability or were considered at-risk. The project was based in school and community sites located near the participating institutions of higher education. The school and community sites included: Lincoln Elementary in McPherson, Kansas; Washington Elementary in McPherson, Kansas; Eisenhower Elementary in McPherson, Kansas; Soderstrom Elementary in Lindsborg, Kansas; the Early Childhood Center in McPherson, Kansas; the Infant Toddler Center in McPherson, Kansas; McPherson County Health Department; and The Family Life Center in McPherson, Kansas.

The school and community sites and institutions of higher education formed partnerships to carry out four objectives: 1) provide improved services to children with special needs and their families, 2) train special educators, nurses and social workers in teams by allowing them early opportunity to be directly involved in service delivery, 3) provide professional development for practicing teachers and college faculty, and 4) improve community and interagency involvement to support children with special needs and their families. See figure 1 for a model of the project.

RIGHT FROM THE START: PARTNERS IN EDUCATION



History

Right From the Start grew out of a defined need from two local elementary schools, an early childhood center, and special education faculty from the Associated Colleges of Central Kansas. There had been a strong tie between these school and community sites and ACCK. Special education practicum students in early childhood and elementary programs were placed at these sites for observations and student teaching. However, the college faculty wanted to increase the amount of time preservice teachers spent in the school and community sites and to provide the opportunity to work with children as early as possible in their college training. They also wanted to connect early field experiences to coursework and specific outcomes. On the other hand, the school and community sites felt a need to improve the professional development of practicing teachers and support practicing teachers through improved resources and additional staff. The sites also wanted to provide the preprofessional training programs with input in order to better prepare first year professionals to deal with the demands of service delivery. It became apparent early in the planning that to provide appropriate services for children with disabilities and their families, the field of special education could not work in isolation. Drawing upon practices in early childhood special education, the project model used an interdisciplinary approach to the preparation of special education, nursing, and social work professionals. Other key components to the project were the concepts of college faculty involvement in direct services to children and families and college faculty involvement in systems development to improve services in the community. The literature on professional development schools emphasized college faculty being present at the school and community sites to train the college students, but this project extended the idea to emphasize direct services to children with special needs delivered by the college faculty. Additionally, college faculty from the project took a

leadership role in the community to serve as a catalyst for systems change at the local level.

During the three years that RFS was federally funded, the project model was widely disseminated. Presentations were made at the Kansas Council for Exceptional Children Conference, the Kansas University Professional Development School Annual Conference, the Kansas School Nursing Conference, the International Division of Early Childhood Conference, the International Council for Exceptional Children Conference, and the National Head Start Association Conference. A total of nine presentations were made at state and national conferences.

The RFS project included 9 college faculty members, 48 preprofessionals, and 41 practicing mentor professionals over the three years. It is estimated that approximately 700 children were served directly by either college professors or preservice professionals at the eight school sites. In addition 54 clients received services at community sites such as the health department, YMCA etc. See **APPENDIX A** for the project participation chart.

Benefits for Project Partners

A close partnership between preservice training programs, schools, and community sites benefit all participants. The RFS model emphasized both partnerships and interdisciplinary training for teaming. This interdisciplinary focus brought together a variety of college departments and practicing professionals from the community.

Benefits for Preservice Programs

- Preservice professionals and college faculty work in "real world" inclusive settings.
- Preservice professionals and college faculty work with practicing community professionals in interdisciplinary teams.
- College faculty participate in on-site professional development.

- All members develop support networks.
- Preservice professionals and college faculty have a variety of environments for applied action research.
- Preservice training programs improve college course curriculum and reform practicum/clinical experience.
- College professionals have the opportunity to define and hone teaching skills and methods while working with children with special needs, thus enhancing the quality of instruction offered at the college level.
- College courses are enhanced by the infusion of information from different disciplines.

Benefits for School and Community Sites

- College faculty involvement enhances quality of programs.
- College faculty model current techniques identified as best practice through research.
- College faculty and preservice professionals provide additional personnel to work directly with children and families.
- College faculty and preservice professionals provide resources and apply current research to practice.
- On site professionals, preservice professionals, and college faculty all develop and practice new instructional and interdisciplinary services.
- College faculty and preservice professionals offer areas of expertise.

Benefits for Children/Families with Special Needs

- Children had the opportunity for additional one-on-one or small group instruction provided by college faculty and preservice professionals.
- Improved person-centered services were offered through the inclusion of education, special education, nursing, and social work.

- Transition services were improved between service delivery systems and agencies.
- Family needs were addressed through community agencies (e.g. afterschool care developed through grant writing by RFS faculty).
- Curriculum offered in schools was broadened because of expertise brought by project faculty in the areas of social skills training, conflict management, phonemic awareness, self-esteem, work sampling, etc.

Right From the Start: Partners in Education developed a model of professional development for both preservice professionals and practicing professionals. The model revolves around partnerships between institutions of higher education, school and community sites, and children with special needs and their families. The model emphasizes seven critical components: site based college faculty; preprofessional training for special education, nursing, and social work college students; interdisciplinary teams; direct services for children with special needs and their families; professional development for teachers, school nurses, school social workers, related service providers, and college faculty; community and interagency involvement; and transition planning for children with special needs from birth through elementary school. See figure 1 for a visual representation of the RFS model. Each of the components will be described in the following section.

Model Components

Site Based College Faculty

The Right From the Start model was centered around site based college faculty. This allowed college professors the opportunity to reinvent their professional life and strengthen their skills by working directly with infants, children and their families. Right From the Start utilized six school and community sites in two cities in McPherson County (Eisenhower Elementary, Lincoln Elementary, Soderstrom

Elementary, Washington Elementary [this site also included an early childhood center] and the McPherson County Infant Toddler Center).

Project Activities

- Initiate contact with identified school or community site.
- Cultivate office space in school or community site.
- Provide 4-10 hours of direct service each week (college professors and preservice professionals from the three disciplines involved).
- Broaden curriculum offered at each site (offer faculty's area of specialization i.e. phonemic awareness, social or health related curriculum).
- Participate in help team or IEP meetings.
- Participate on site council.
- Supervise practicum students.
- Offer to be an extra pair of hands in the classroom or program.
- Utilize informal hallway consultation opportunities.

What We Learned

- It is important to employ a variety of communication methods such as "face to face" contact, telephone, email, fax, and courier mail.
- Having college faculty involved in direct services to children with special needs and their families improves instruction at the college level.
- Having college faculty involved in direct services to children with special needs and their families broadens curriculum offered at the school. College faculty often have areas of expertise that they can offer in direct services that aren't typically part of the school curriculum such as specific reading techniques, new types of assessment procedures, etc.
- College faculty must participate in school and community site culture to build and maintain good partnerships.

- Involvement of college faculty in school and community sites encourages practitioners to keep their skills current.
- Building relationships between college faculty and practicing professionals facilitates practicum site placement.
- Partnership will continue when funding ends because of the relationship between the colleges and school and community sites.

Preprofessional Training

The RFS model focused on training for preprofessional college students in the fields of early childhood special education, elementary special education, nursing, and social work. The training took two forms, the first being practical training that took place in the school and community sites. College students worked four to six hours each week in the school and community sites while being supervised closely by the project faculty and mentor professionals. Preservice professionals delivered direct services to children with special needs and their families. Secondly, the preservice professionals who participated in this project were required to take a one hour course on interdisciplinary teaming and integrated service delivery each semester. The course served as a foundation for theoretical basis in interdisciplinary teaming while the work on site provided the opportunity to practice interdisciplinary teaming and the delivery of integrated services for children with special needs and their families. The following list describes activities related to preprofessional training.

Project Activities

During on-site training preprofessionals were able to:

- Observe instructional and assessment methods modeled by mentor professionals and college faculty.
- Practice service delivery while being closely supervised and supported.
- Learn about and become part of a school or community site culture.

- Spend an extended amount of time in one classroom (Most students spent at least one full year in their RFS placement).
- Meet regularly with college faculty and mentor professionals to brainstorm solutions to challenges that arose.
- Work with professionals from different fields (special education, social work, nursing).

During training provided in college coursework preservice professionals were able to:

- learn the foundations for different disciplines and to see the connection between the fields of special education, nursing, and social work
- expand and broaden the knowledge base for integrated service delivery
- critically reflect and question methods used for direct services
- learn best practices in the fields of special education, nursing, and social work

As part of the course, college students were required to attend a training or professional workshop each semester outside of their chosen discipline. Preprofessionals attended national and state meetings for the Counsel for Exceptional Children, the Division of Early Childhood, and the School Nurses Association. They also went to workshops, visited community agencies, and participated in college courses in an area outside of their chosen field. This activity gave them the chance to learn ideas and techniques from other disciplines. See **APPENDIX B** for a sample of the course syllabi.

What We Learned

- Preprofessionals learn to critically reflect on their practices when working in interdisciplinary teams.
- Preprofessionals need the structure provided by a required course to emphasize interdisciplinary service delivery.

- Preprofessionals need the opportunity to practice skills learned in college courses. To be effective, this practice should be ongoing, structured, and closely monitored.
- Preservice professionals retain and apply ideas better when working in direct service to children with special needs and their families
- Those that participated in this project tended to make better grades in their special education methods and assessment courses.

Interdisciplinary Teams

Interdisciplinary teaming, in respect to Right From the Start, refers to the disciplines of early childhood and elementary special education, general education, social work and nursing working together toward a common goal. Project staff included higher education and site professionals. The following list describes activities related to establishing interdisciplinary teams.

Project Activities

- Use a consultant to provide team training.
- Attend professional development seminars, conferences, and training events.
- Develop presentations for conferences.
- Develop and teach Integrated Service Delivery course as an interdisciplinary team.
- Deliver services to children with special needs as an interdisciplinary team (nursing, social work, and special education professors).
- Make decisions as a team.

What We Learned

- Learning about other disciplines takes time, effort and a lot of desire.
- It is important to be cognizant of and celebrate the differences among disciplines rather than criticize.

- It is critical to identify the commonalities among disciplines (They really are there!).
- Keeping an open mind and stepping outside of the "box" is essential for a functioning interdisciplinary team.
- Respect for other disciplines, perspectives and methods is the key to positive teaming.
- Regular meetings facilitate the teaming process.
- Shared decision making improves project outcomes and team morale. Teaming works best when decision making was shared rather than when decision making was from the top down.
- When delivering direct services to persons with disabilities, the only way to ensure person centered services is by using a team of professionals from different disciplines with different training backgrounds, ideas and techniques. This team should work together in their assessment and service delivery planning instead of each discipline working in isolation then coming together only once or twice in the IEP meeting.

Direct Services

The Right From the Start model based direct service practice on the premise that school-linked integrated service programs are family-focused, prevention-oriented, community-centered and responsive to the needs of each site. The college faculty from ACCK and the six ACCK member colleges spent between four and ten hours a week working directly with infants or children. Teachers from each site referred children to the professors in residence at the school or community site. Some of the referred children had IEPs, some were in the process of being identified, and other children were simply referred for extra support in academic and/or social needs. The following is a list of the services that our collaborating professionals offered:

Project Activities

- Facilitate social skills groups.
- Teach phonemic awareness groups.
- Provide phonological awareness inservice.
- Consult on IEP and help team meetings.
- Participate in site council.
- Facilitate assessment and preassessment activities.
- Participate in family events.
- Participate in classroom field trips.
- Substitute teach.
- Train sites in universal precaution.

What We Learned

- Skills can be utilized across disciplines.
- Team members must be willing to step out of their role.
- Allow the nursing and social work faculty (related disciplines) time to orient to a new environment such as a school setting.
- It is important to share time and information between partners.
- It is essential to voice expectations at the beginning of the project
- Orientation with both collaborating faculty and preprofessionals present is helpful in setting the foundation for the project.
- Person centered services cannot be delivered by one discipline.

Professional Development

The RFS project focused on professional development for two groups. The first group consisted of practicing teachers, school nurses, social workers, administrators, and related service providers at the sites involved with this project. The second group consisted of college faculty involved with the project.

Project Activities

- Meet regularly in "face to face" interdisciplinary team meetings.
- Spend at least four hours each week in direct service with children and their families.
- Provide professional development by the college faculty to the practicing professionals on topics such as phonemic awareness, work sampling, behavior management techniques, etc.
- Learn from attending conferences, workshops, seminars from the other disciplines (Everyone was encouraged to attend some activity outside of their discipline each year).

What We Learned

- All project partners benefited when they were able to meet regularly.
- The project had to be specific and at times forceful about regular team meetings at the sites between mentor professionals, preservice professionals, and college faculty.
- The need for weekly meetings decreased during the second and third year of the project. As relationships were built, meetings continued to be important but occurred less formally.
- Sites that upheld the obligation to meet monthly generally worked better as a team.
- Everyone benefited from working with professionals outside of their discipline.
- Relationships built between professionals at all levels is likely to continue well after funding is gone, thus continuing professional development.
- School and community sites benefited from the extensive involvement of college faculty.
- College faculty became a part of the site culture and environment.
- College faculty and mentor professionals passed along their learning to preservice

professionals.

Community Interagency Involvement

Community interagency involvement was integral to the success of Right From the Start: Partners in Education. Through community interagency involvement, a broad variety of experiences were available to preservice professionals. Project activities related to community interagency involvement were:

Project Activities

- Membership on community agency boards such as, McPherson County Council for Children and Families (local interagency coordinating council).
- Relationship to health care providers such as, McPherson County Health Department.
- Relationship to mental health providers such as McPherson Family Life Center.
- Collaborate with McPherson YMCA.
- Collaborate with local Big Brothers/Big Sisters, Inc.
- Support for grant writing to various community agencies to attain services such as afterschool programs, indigent care programs, health care programs, etc.
- Consultation with various community agencies.
- Provided blocks of time for preservice professionals to volunteer at community boards, health care agencies, and mental health care agencies.
- Participate in data collection activities for community agency needs assessment.

What We Learned

- Project faculty participation and relationships are necessary in order to develop community agency sites for preservice professionals.
- Collaboration with community agencies must center around needs identified by

those community agencies.

- If grant writing is an activity that college faculty will provide to community sites, time needs to be allocated to complete that task.
- Community agencies provided rich opportunities for preservice professionals and project staff.

Transition

The RFS model includes transition into and among early childhood programs and elementary schools at the kindergarten level. The interdisciplinary aspect of the model brought together early childhood and elementary college faculty and mentor professionals from education, special education, health agencies, and the community interagency coordinating council.

Project Activities

- Plan with local hospital and infant-toddler programs to develop a system for providing support for families when a child is hospitalized.
- Work with the preschool program transition coordinator to develop a survey of infant-toddler and preschool staff to evaluate the process for transition of children with disabilities at age 3.
- Facilitate training for infant-toddler and preschool staff and administrators to improve the transition at age 3.
- Consult with program administrators to problem-solve issues regarding transition
- Consult with the preschool transition coordinator to develop a written plan for transition between preschool and kindergarten
- Facilitate meetings of preschool and kindergarten staff and building principals to discuss transition from preschool into kindergarten.
- Work with the interagency coordinating council to bring health department and resource coordination personnel as support for families during enrollment to

kindergarten.

- Preprofessionals observed transition activities such as transition planning conferences, parent visitation of preschool classrooms, toddler transition playgroups, and discussions between parents and staff about family and child needs during transition.

What We Learned

- College faculty can facilitate interagency cooperation because the college or university is not a provider of services and thus is a neutral partner.
- Community agencies may offer assistance that supports families during transitions if they are requested to carry out a specific activity such as offering immunizations on-site during enrollment to kindergarten.
- College faculty have unique areas of interest and expertise to offer to school and community sites. These areas may be related to research or specific projects the faculty member has chosen as professional development. Part of relationship building is to offer these areas of expertise. Faculty members may be able to use these contacts to enhance their potential sites for research projects.
- Early childhood and elementary level college faculty benefit from spending time in classrooms and programs at a different level. For example, the early childhood faculty assisted in kindergarten classrooms and with elementary level groups. This experience enriched understanding of kindergarten and elementary curriculum and classroom management issues.

Project Development for Institutions of Higher Education

Benefits of Collaboration for Higher Education

Probably the two biggest faults of teacher training programs is that 1) they do not prepare teachers to reach beyond schools to the surrounding community in order to improve schools and 2) there is a separation between the training programs and practical day to day life that occurs in schools. The RFS model focused on these two identified areas of deficiency by training preservice professionals from the disciplines of special education, nursing and social work together in integrated services. Preservice professionals worked in teams that emphasized a coordinated, holistic approach to identifying and addressing the needs of children with special needs by providing a comprehensive range of educational and human services. The RFS model also immersing preservice teachers in the school culture early and over an extended period of time. Preservice professionals were placed in school and community agencies for at least four hours each week throughout the year. Placement began in the sophomore year and continued until formal student teaching in the senior year for most preservice professionals. These intensive placements were closely structured and monitored by college faculty from the disciplines of special education, nursing and social work involved in this project. The RFS model has proven to bring greater benefits to collaborating partners.

Benefits Reported by Faculty From the Institutions of Higher Education

- Involvement of college faculty and preservice teachers in schools and service agencies allowed a reconceptualization of preprofessional training programs.
- Preservice professionals working collaboratively master the current knowledge base and have the opportunity to apply that knowledge by participating in intensive field experience.
- New community-based structures and roles were invented within which personnel

trainers participate alongside their students.

- Continuous and early professional preparation has been shown to have a dramatic impact on the quality of special education teachers involved in this project.
- Mentor professionals offer unique areas of expertise enriching college preparation programs.
- Mentor professionals provide additional resources to institutions of higher education.

The potential for these benefits result from the investment of time and effort to initiate, develop, and maintain long term partnerships.

Building Partnerships with School and Community Sites

As with any long term collaboration, partnerships are built in steps or stages.

Stage One: Initiation

1. Capitalize on relationships with practicing professionals or build new ones. For example, know the cooperating teachers who enjoy working with student teachers and serve as good models for preservice professionals.
2. Take the time to invest in an identified school or community site. Know that one college faculty member cannot be involved with several schools and/or community sites extensively. It takes intensive time and energy to develop relationships and that is most easily done at one or two sites.
3. If you are starting to talk with a school or community site with which you have no previous contact, start with the administration. Talk to the superintendent, director of special education, or principal first to determine if the site is interested in collaboration. The administrator may provide contacts to teachers, nurses, or school social workers with whom you can brainstorm potential college faculty and preservice professional involvement.

4. Identify practicing professionals that are willing to serve as mentors for college students.

Stage Two: Discovering Common Goals

1. Set aside your agenda and listen to what the school or community sites needs. Often institutions of higher education burden sites with multiple requests. The best way to establish a long term relationship is to develop a positive interdependence. Institutions of higher educations must provide a needed service to the schools or community sites if the relationship is to last.
2. Discuss expectations and goals. What does the site hope to gain for themselves and their teachers, practicing professionals and children? What do you expect to gain for your program?
3. As a result of your initiation discussions, are there some common goals or areas for a long term collaboration?
4. Can all parties gain from an investment of time and resources?

Stage Three: Planning

1. After you discover which staff members, mentors, at the school or community site may be interested in a collaboration (or expanding current ones), schedule time for planning a specific project.
2. Discuss specific needs for collaborating parties. What do you need? Perhaps you will need students to observe certain situations or be involved a specific number of hours engaged in reading instruction. Be specific about requirements for your placements. Perhaps a Masters level supervisor will be needed on-site who will observe and evaluate student interns in social work. Will the college provide an on-site supervisor? The site may need to be provided with a health form, fingerprints, and liability insurance for the preprofessionals. Will the site offer an office or meeting space for college faculty and students?

3. Discuss confidentiality issues and provide training and a format to ensure confidentiality such as a student contract. See **APPENDIX C** for a sample form.
4. Involve classroom or program mentors in planning. What would be "real" help? What are concerns? Mentors may express a need for training to assist them to be better mentors to preprofessionals. Both the college faculty and program staff can benefit from shared training specific to your project.
5. Discuss the specific activities involving college faculty and preprofessionals. What assignments will students need to fulfill? What records should be kept, such as time sheets. Will mentors be expected to evaluate the student? If so, what evaluation forms or methods will be used? Ask mentors to think about the specific activities they want students or faculty to do and what expectations they have.
6. Plan to collect data to show how the project impacts your program. What outcomes do you hope for and how can you show results? Plan for a simple way to document results: number of hours of volunteer time, a list of activities done, children and families or clients served, a brief statement from mentors about benefits and challenges resulting from the partnership.

Stage Four: Begin

1. The college faculty will be responsible for locating the preprofessionals for the collaborative project, and providing health forms, insurance or other program requirements.
2. Orientation training for preprofessionals, college faculty, and mentors will provide a shared foundation and a forum for all participants to share their expectations and concerns. Plan for each partner to provide part of the training.
3. Sites may be very structured. Preprofessionals, and college faculty as well, need to be punctual, dress professionally, and be dependable in order to maintain a healthy partnership. On the other hand, flexibility is also a key. You may schedule

a visit to a classroom to find Jimmie brought his puppy to school and the class isn't interested in the "fun" research project you had scheduled.

4. For a true partnership to exist, the college faculty must be directly involved with the site weekly. This means more than observation of college students. College faculty should identify needs at the site and provide a real service to the site. Examples for each of the disciplines will follow.

Nursing faculty

- Conduct nutrition screenings.
- Assist with community health fair with nursing students.
- Provide resources for health related instructional units.
- Review health plans.
- Work with interdisciplinary teams.
- Participate in preassessment team meetings.
- Consult with teacher and parents about health condition.
- Plan and assist with instruction.
- Work with community task force to plan health care system for uninsured persons.
- Assist in writing health care plans.

Social Work faculty

- Plan and conduct social skills groups.
- Plan and conduct instruction in conflict mediation.
- Work with community interagency council.
- Provide mentoring to at risk students.
- Provide one to one counseling to students.
- Assist school counselor.
- Provide social work resources.

- Conduct mediation between staff members.
- Consult with mentors.

Education/Special Education faculty

- Provide instruction to small groups and whole classrooms.
- Participate in preassessment and assessment teams.
- Participate in IEP meetings.
- Substitute in the classroom.
- Provide curriculum resources.
- Conduct inservice training.
- Consult in areas of expertise.
- Assist with parent activities.
- Plan and conduct interagency meetings.
- Facilitate meetings.

5. Allow the mentor professionals, college faculty, and preprofessionals to make their own time schedules as much as possible. A great deal of flexibility will be needed to bring all the parties together regularly.
6. Provide information to all partners about teaming, disciplines involved, and requirements for both the program and the college.

Stage Five: Just Do It

1. Implement the plans, use the forms, do the activities envisioned in the planning stage.
2. Ask the mentor professionals, college faculty, and preprofessionals to schedule regular brief meetings to plan activities, discuss successes and progress, problem-solve any difficulties, and give feedback. These short meetings are very valuable in assuring that each partner is contributing and expectations are being satisfied.

Stage Six: Follow Up

1. Provide a regular process for all partners to give feedback about what is working well and what changes could improve the project.
2. Provide resources that partners may need to succeed.
3. Collect regular data to show how the project is impacting the program, the mentor professionals, the preprofessionals, and college faculty.
4. Plan for any revisions or changes to improve the project with all partners.

Orientation of Mentors

Mentors are not just born, they are trained. Practicing professionals need to be trained on appropriate mentoring techniques. They need to understand the schedule for college students. Often a teacher or site may want the preprofessional to be involved at the site on Tuesday and Thursday mornings but the college student has class at that time. Mentors must be flexible about course times and special activities such as band trips, etc. Mentors also need to be honest in constructive feedback to the college student. They shouldn't always rely on the college faculty to discuss issues that arise in the classroom. If a college student isn't meeting obligations or is inappropriate in any way the mentor should feel comfortable to discuss it with both the college student and the supervising college faculty member. The weekly meetings can facilitate this process. Most important to the mentor is support from the college faculty. The college faculty should have a continuous ongoing relationship with the mentors to support them. Remember mentoring a college student is not part of their job. They have to have some benefits from the relationship. It is the college faculty member's responsibility to make sure that occurs.

Building Relationships Across Disciplines

Sometimes the relationships within an institution of higher education are more difficult to forge than outside of the institution. However, the education system alone

cannot solve the problems brought to them from society. Teachers need to be trained in a interdisciplinary setting so that they are able to identify students who are in need of intervention, to locate resources for students, and to learn to handle diverse classroom situations. Teachers need to learn to be an active part of a collaborative process. The only way to provide this type of training is to begin working with disciplines within the institutions of higher education. These disciplines may include education, special education, nursing, social work, counseling, speech pathology, etc.

Strategies

1. The first step is to identify which disciplines are willing and able to work together. These may include, but are not limited to education, special education, nursing, social work, counseling, speech/language, etc.
2. Once interested disciplines are identified, it is important to have administrative support for the collaboration. It often takes a lot of time to build the relationships within the college allowing successful partnerships to grow beyond the institution. Support from the college administration is essential.
3. Identify creative ways to make time for the collaboration at the college level and with schools or community sites. Suggestions might include reorganizing course times to allow time to meet, placing several practicum students at one site to lessen driving time, substituting collaboration work for particular committees.
4. Institutions of higher education must consider work on such a project as valuable. Decisions about tenure and promotion should take into account the time, energy and expertise needed to establish and facilitate long term partnerships within and outside of college departments.
5. Make time to listen to the disciplines' requirements and needs.
6. Make a commitment to make this relationship work. This takes time, respect, openness, and a willingness to give up some security.

Requirements for the Different Disciplines

In forging collaborations among college departments and among different disciplines, awareness of some of the differences in structure and training requirements can enlighten all participants. Often what may seem like a barrier is really a structural difference among disciplines. The following table compares some of the differences the project faculty encountered in working with education/special education, nursing, and social work.

Awareness of Discipline Training Structures

Discipline Structure	Education/ Special Education	Nursing	Social Work
Program accreditation and licensing agency	State Department of Education North Central Accreditation for Teacher Education	State Board of Nursing National League of Nursing Commission for Collegiate Nursing Education	Behavioral Science Regulatory Board Council of Social Work Education
Regulations	IDEA State education regulations	The Nurse Practice Act	Behavioral Science Regulatory Board
Ethics	CEC Ethics Statement		National Association of Social Workers
Supervision of students in field placements	Cooperating certified teacher	Masters level preceptor or Nursing instructor only if nursing procedures are done by students Instructor must "sign off" on any procedure	Masters level Social Worker if the placement is for a regular program internship or practicum
Terms used for placements	Student teaching Practicum	Clinical: closely connected to course work	Internship or Practicum

Awareness of Discipline Training Structures (continued)

Discipline Structure	Education/ Special Education	Nursing	Social Work
Program scheduling differences	Coursework often done in hour long classes meeting several days per week	Clinicals scheduled four days per week; coursework done in evening classes	Coursework scheduled in blocks twice a week Junior or Senior level field placements
What We Can Learn from each discipline	Classroom management, working with a group of typically developing children and children with special needs	Observation of child fellness, objective observation skills, application of course work immediately in clinical settings	In depth supervision includes regularly scheduled time for student to reflect on experiences

Placing Preprofessionals in School and Community Settings

Planning and preparation are key components to ensuring successful placement of students in community settings. The student application process began the spring before the students were to begin their placements. The first two years of RFS, the project staff sent out the cover letter and application to all freshman and sophomores at the six member colleges (see **APPENDIX D** for Application). By the third year of RFS, department faculty from the six member colleges were recommending students who they thought would be a good match with the program. Therefore, instead of sending out to all freshman and sophomores, during the third year, applications were only sent out to students who had declared education, nursing or social work as their major. The selection criteria for the RFS project were established by the management team. To complete the application process, students were asked to complete an application, write a letter of interest, submit transcripts and 3 letters of recommendations. A GPA in their major of 2.75 or above was also required. When the applications had been received the project staff and a team of mentors scheduled times to conduct the interviews. Practicum placement for the

students began when the interviews were completed. When pairing preprofessional students and mentors it is a good idea to think about which personalities might work together better.

Providing an orientation for both preprofessionals and mentors is imperative. This can either be done with both groups together or on separate occasions. The orientation is a time to voice expectations and ideas to facilitate a successful relationship between the preservice professionals and mentors. When mentors and preprofessionals meet for the first time they need to work out a schedule including specific details of the semester i.e. dates for Christmas or spring break. This is also a time to express practical ideas on how students can jump right into their community sites. Attempt to clarify as many details as possible in the beginning. Not only will this smooth the way for the rest of the practicum time, but this will open a dialogue between the preprofessional and mentor. If the lines of communication are established and fostered, nearly any problem can be worked through and ultimately solved. See **APPENDIX E** for forms developed by the project.

Integrated Service Delivery Course

The RFS project designed a course that was taken by preservice professionals involved in the project. This course brought together preservice early childhood special educators, elementary special educators, nurses, and social workers. The college students involved in this project were required to take this one hour course that focused on interdisciplinary training. The course also addressed issues in special education, nursing, and social work. When a particular course meeting focused on content from a specific discipline, the preservice professionals in that discipline were asked to help facilitate that class meeting. For example, special education majors might help present ideas on lesson planning to the other disciplines. Additionally, college faculty and practicing mentors were used as resource presenters in the course

to broaden the knowledge of the preservice professionals. Course requirements included critical reflection of professional articles from the different disciplines, participation in an activity outside of their discipline, and evaluation of their professional skills during direct service delivery by their mentor professionals. Each semester, the course tried to focus on a specific discipline: early childhood special education, elementary special education, nursing, or social work. See **APPENDIX B** for a copy of the Integrated Service Delivery course syllabi.

A variety of resources were used in the Integrated Service Delivery course (See **APPENDIX F** for a resource list). The course introduced preservice professionals to curriculum materials in the areas of reading instruction, social skills instruction, conflict management, health, and team building. The instructors used training videos, instructional materials, kits, and professional journal articles in the course. For a list of resources see .

Project Development for School and Community Sites

Benefits of Collaborating with Preservice Programs

School and community agencies have recognized the need for involving parents and community volunteers in their programs. When a college is nearby, preprofessional students and college faculty can also be a resource. Preprofessional students have benefited from doing internships and student teaching in school and community sites. The traditional patterns of placing students may be seen as both beneficial and as more time and work for cooperating mentor professionals. How can a deeper collaboration between community settings and preservice training institutions, which will take a greater investment of time, be a greater benefit?

The RFS model has proven to bring greater benefits to the collaborating partners.

Benefits Reported by Public School Principals, Teachers, and Community Agencies

- Long-term college faculty involvement in the school or agency enhances the quality of program services provided to children and families.
- College faculty and preprofessionals provide additional personnel especially in areas where a school or agency has few resources such as few school nurses or social workers.
- College faculty and preprofessionals provide resources such as new publications; access to a variety of media; extra copies of expensive assessment publications; and hands-on materials from the health professions.
- College faculty and preprofessionals provide opportunities to share and apply current research to classroom or program practice.
- On-site mentor professionals, preprofessionals, and college faculty together plan, develop, and practice new instructional and interdisciplinary services.
- College faculty and preprofessionals offer unique areas of expertise that enrich the program.
- Children with special needs and their families receive increased interdisciplinary, person-centered services.

The potential for these benefits results from the investment of time and effort to initiate, develop, and maintain long term partnerships.

Building Partnerships

As with any long term collaboration, partnerships between schools or community agencies and institutions of higher education are built in steps or stages.

Stage 1: Initiation

1. Build new collaborative activities from old ones. For example, think of additional ways to work with a nearby nurse training program that places student nurses in

your program to observe. Would it be possible for students to take a larger role as volunteers, or for a nursing faculty member to bring a model of a skeleton for a classroom presentation?

2. Sit down for person-to-person brainstorming discussions with faculty members to find if there may be interest in broadening student or faculty involvement in your program.
3. When approaching a college with which you have not had a relationship, start with the student career office, student volunteer program, or relevant department chair. The administrator of these common higher education departments will be delighted to discuss potential placements for student involvement. The administrator may provide contacts with specific department chairs or faculty with whom you can brainstorm potential faculty and student involvement.

Stage 2: Discover Common Goals

1. Discuss expectations and goals. What do college faculty members hope to gain for themselves and their students? What do you expect to gain for your program, staff, children, or clients?
2. As a result of your initial discussions, are there some common goals or areas for a long term collaboration?
3. Can all parties gain from an investment of time and resources?

Stage 3: Planning

1. After you discover which faculty members may be interested in a collaboration (or expanding current ones), schedule time for planning a specific project. An example is scheduling visits from social work faculty to your site to discuss how social work students could be placed in classrooms to mentor children identified as at risk by teachers.
2. Discuss specific needs for both parties to the collaboration. What do you need?

Perhaps you will need students and faculty to provide a health form, fingerprints, and liability insurance. Perhaps a college faculty member will need a signed contract for the kind of setting and supervision you will provide for students. Perhaps a Masters level supervisor will be needed on-site who will observe and evaluate student interns. Will the college provide an on-site supervisor? Will your program offer an office or meeting space?

3. Discuss confidentiality issues and provide training and a format to ensure confidentiality such as a student contract. See **APPENDIX C** for a sample form.
4. Involve classroom or program mentors in planning. What would be "real" help? What are concerns? Mentors may express a need for training to assist them to be better mentors to preprofessionals. Both the college faculty and program staff can benefit from shared training specific to your project.
5. Discuss specific activities college faculty and preprofessionals will do. What assignments will students need to fulfill? What records should be kept, such as time sheets. Will mentors be expected to evaluate the student? If so, what evaluation forms or methods will be used? Ask mentors to think about the specific activities they want students or faculty to do and what expectations they have. (See **APPENDIX G** for suggested activities)
6. Plan to collect data to show how the project impacts your program. What outcomes do you hope for, and how can you show results. Plan for a simple way to document results, e.g.number of hours of volunteer time, list of activities done, children and families or clients served, brief statement from mentors about benefits and challenges resulting from the partnership.

Stage 4: Begin

1. The college faculty will be responsible for locating the preprofessionals for the collaborative project, and providing health forms, insurance or other program

requirements.

2. Orientation training for preprofessionals, college faculty, and mentors will provide a shared foundation and a forum for all participants to share their expectations and concerns. Plan for each partner to provide part of the training.
3. Allow the mentor professionals, college faculty, and preprofessionals to make their own time schedules as much as possible. A great deal of flexibility will be needed to bring all the parties together regularly. Realize there will be differences across disciplines.
4. Provide information to all partners about teaming, disciplines involved, and requirements for the disciplines.

Stage 5: Just Do It

1. Implement the plans, use the forms, do the activities envisioned in the planning stage.
2. Ask the mentor professionals, college faculty, and preprofessionals to schedule regular brief meetings to plan activities, discuss successes and progress, problem-solve any difficulties, and give feedback. These short meetings are very valuable in assuring expectations are being satisfied and each partner is contributing,.

Stage 6: Follow up

1. Provide a regular process for all partners to give feedback about what is working well and what changes could improve the project.
2. Provide resources that partners may need to succeed such as curriculum materials, training videos, instructional materials, faculty support, technology, etc.
3. Collect regular data to show how the project is impacting the program, mentor professionals, preprofessionals, and college faculty.
4. Plan for any revisions or changes to improve the project with all partners.

Working with College Faculty Across Disciplines

When you invite college faculty into your program, you may have a variety of expectations and concerns. The faculty member will also have ideas and concerns. Planning together through a series of conversations will provide time for building trust and exploring ways to maximize your partnership. You may have questions about the best way to utilize a faculty member in your program. The following is a list of activities that faculty from nursing, social work, and education provided in the RFS project.

Nursing faculty

- Conducted nutrition screenings.
- Assisted with community health fair with nursing students.
- Provided resources for health related instructional units.
- Reviewed health plans.
- Worked with interdisciplinary team.
- Participated in preassessment team meetings.
- Consulted with teacher and parents about health condition.
- Planned and assisted with instruction.
- Worked with community task force to plan health care system for uninsured persons.
- Assisted in writing health care plans.

Social Work faculty

- Planned and conducted social skills groups.
- Planned and conducted instruction.
- Worked with community interagency council.
- Provided mentoring to at risk students.
- Provided one to one counseling to students.
- Assisted school counselor.

- Provided social work resources.
- Conducted mediation between staff members.
- Consulted with mentors and facilitate meetings between mentors.

Education/Special Education faculty

- Provided instruction to small groups and whole classrooms.
- Participated in preassessment and assessment teams.
- Participated in IEP meetings.
- Substituted in the classroom.
- Provided resources.
- Conducted inservice training.
- Consulted in areas of expertise.
- Assisted with parent activities.
- Planned and conducted interagency meetings.
- Facilitated meetings.

Faculty from disciplines outside your "usual" program may need orientation to your agency or school. Understanding the routines, rules, and climate will assist faculty to fit in quickly and be more effective. Allow time for observational visits and to answer questions. Some faculty members may feel uncomfortable at first. A tour through your site and orientation to your program will put them at ease. Establish regular communication, so that all partners are informed.

Working with Preprofessionals

1. Provide an orientation to your program.
2. Discuss your expectations regarding absences and tardiness.
3. Show students where to put their belongings, where bathrooms are located, where to park, and where to sign in or other record keeping routines.
4. Preprofessionals or faculty should provide health, insurance, or other forms your

program requires.

5. Explain expectations about dress and social skills. Do not assume all students will know these basic job related skills.
6. Ask preprofessionals to bring a schedule of their classes and activities, so mentors understand how to schedule time. Students are on a college schedule, and may have different breaks and holidays than your program schedule.
7. Preprofessionals should provide information about assignments, time sheets, and evaluations they must complete as part of their placement with your program. If a student doesn't provide any of these, ask for them early in the semester.
8. Schedule regular brief meetings between students, mentors, and faculty to plan and implement any required or desired activities, give feedback, and keep communication open.
9. Give honest feedback to both the preprofessionals and college faculty. Give feedback early and often. Do not tell a student he/she is doing fine, and then tell the faculty supervisor your concerns.
10. If a problem develops, call the faculty supervisor immediately. Do not wait. Problems are easier to solve if addressed early.
11. Ask preprofessionals about their talents and skills and how they might contribute to your program. Ask what they want to learn and what activities they want to try. Assist them by demonstrating and allowing them to practice new skills.

Project Evaluation

The Right from the Start: Partners in Education project provided a model for collaboration between disciplines and between higher education and schools and community sites. The impact of the model was assessed using a variety of qualitative and quantitative measures. Focus groups with project participants were facilitated annually by an outside evaluator. Preservice professionals were assisted by their

mentor professionals in completing a self evaluation each semester. Preservice professionals also completed a project evaluation each year. Finally focus group discussions were done with the preservice professionals by the outside evaluator. Mentor professionals at each site participated in annual focus group discussions, and project staff completed an annual project evaluation as well.

The conceptual framework developed by Lee Teitel (1998) is useful in organizing and discussing the impact of the project model. The conceptual framework identifies organization innovation; adaptions in roles, structures, and culture; best practice in teaching, learning, and leadership; and desired outcomes with improved learning as the major areas of desired impact. The following points summarize the major changes and impact of the model.

Organizational Innovation: Partnership Development

Institutions of Higher Education

- New community sites were developed as partners in personnel preparation for the three disciplines.
- Faculty from nursing and social work disciplines were resources and guest speakers in college courses.
- Collaboration increased between special education, education, nursing, and social work faculty and departments.
- School and Community Sites
- Collaboration increased between schools, community agencies, and institution of higher education.
- Schools provided space for college faculty and preservice students.
- Schools provided space and assisted with YMCA afterschool programs and with a mentoring program administered by Big Brothers/Big Sisters.
- Schools initiated a collaborative afterschool and summer program with community

agencies.

- Community agencies developed a collaborative nonprofit agency to serve county residents as a one-stop resource. The project faculty provided the leadership to organize the new collaboration.

Adaptations in Roles, Structures and Culture

Institutions of Higher Education

- A horizontal team management approach was favorable to teaming.
- Faculty across disciplines provided leadership and decision making.
- Faculty across disciplines developed collaborative relationships with personnel from school and community agencies.
- Administration provided time for faculty involvement in developing field sites.
- Faculty spent regular time working directly with children and families in school and community agencies.

School and Community Sites

- Special educators and classroom teachers served as mentors to preservice professionals.
- Administrators assisted in scheduling to meet mentor and preservice professional needs.
- School and agency personnel opened doors to faculty and preservice professional involvement in classroom, and with clients and families.
- On-site mentors experienced working with students and faculty from other disciplines.
- Mentor professionals participated in professional development activities with faculty members and other discipline professionals.
- Mentors served as resources to college faculty, providing materials and speaking in college courses.

- Mentors and administrators served with college faculty on the planning and management teams for this project.
- Preprofessionals worked as members of a team in a field site.
- Mentors and preprofessionals evaluated their performance and the impact of this project.

Best Practice in Teaching, Learning, and Leadership

Project faculty provided intensive inservice training and consultation resulting in improved teaching practice at the following sites:

Phonemic Awareness - Lincoln Elementary School

Work Sampling System - Early Childhood Center

Transition of Children between Part C and Part B services and from Head Start to Kindergarten - Infant / Toddler Center, Early Childhood Center, and elementary schools

Early childhood special education curriculum and course work was revised to provided extensive course-related outcomes to early field placements.

Special education courses were improved through the inclusion of content from cross disciplinary speakers, reading, and assignments.

Special education courses were improved by the use of guest speakers from field sites.

Desired Outcomes, Improved Learning

Preprofessionals were better prepared for their student teaching, internships, or clinicals through extensive early field experiences.

Preprofessionals received training on current materials, curriculum, and instructional methods and techniques from other disciplines.

Preprofessionals were rated to have improved skills and abilities as a result of their early field experiences. The Summary of Student Follow-Up Ratings for 1999-

2000 provides rating score means for the pre and post assessment. See **APPENDIX H** for this summary.

APPENDICES

APPENDIX A

Project Participation Chart

The following chart summarizes project participation and outcomes:

System	Participants		Outcomes
Higher education ACCK Bethany College Kansas Wesleyan McPherson College	Preprofessionals	48	Increased skills, better preparation
	Faculty	9	Collaboration between disciplines, professional development, improved practice
	Programs: education, Special education, nursing, social work	10	Improved courses, improved curriculum
Early childhood programs Infant-Toddler Center Early Childhood Center	Children/families	158	Children benefit from additional classroom assistance
	Mentors	9	Preprofessionals provide more hands in classrooms, enjoyable experience for home visiting mentors; project staff provides inservice training
	Administrators	5	Project staff provide consultation, systems development
	Programs	2	Increased planning for transition between Part C, Part B and kindergarten.
Elementary Schools Lincoln Washington Eisenhower Soderstrom Special education coop McPherson USD 418	Children	535	Improved reading scores, social skills
	Mentors	26	Project staff provide services to classrooms—social skills groups, inservice training
	Administrators	6	Project staff provide consultation, expertise, grant writing, and services to children and staff
	Programs	4	Increased collaboration between schools, community agencies, and higher education
Community agencies Health Department Family Life Center YMCA Interagency Council Connections, Inc.	Clients	54	Afterschool program provides care for 30 children per year, parenting program has student assistance for needs assessment, work with children
	Mentors	6	Mentors receive project staff consultation with program evaluation, grant writing.
	Administrators	5	Project provides assistance with collaboration, systems development.
	Programs	4	McPherson County CONNECTIONS, Inc. is established as a non-profit collaborative agency with serves over 100 clients in the first 3 months of operation.

APPENDIX B

Service Integration Courses Syllabi

SYLLABUS
Topics in Special Education: Topic 0
Topics in Service Integration
Fall 1999 / 0-1 hr.

1st class Sep. 11
9:00 - 1:00
ACCK Media Center

2nd class October 2
3:30-5:30

3rd class November 13
12:00 Lunch Optional
12:30-2:30

4th class December 11
11:00-1:00

Instructors: Kirsten Bruce, L.M.S.W.
Cindy Shotts, M. Ed.
LeAnn Bravi, B.S, L.P.N.
Vicki Scott, Ed.D.

Required Reading: Are listed on the syllabus and will be given out the first day of class.

Course Objectives:

* Students will demonstrate basic understanding of school social work.

*Students will demonstrate understanding of the basic foundation knowledge and process of social work.

*Students will demonstrate knowledge and understanding of the Conflict Resolution process of Peer Mediation.

*Students will be aware of the importance of recognizing and celebrating cultural diversity.

Policies:
Please, no children in class.

Should you wonder whether class will be held on an evening with poor weather, call ACCK or your home campus switchboard after 3:30 p.m. to find out. We will need to reschedule any missed classes or find some creative way to make up the work

All assignments must be typed unless otherwise stated in the syllabus.

All assignments are due on the due date at the beginning of class. Keep copies of all assignments that are turned in.

All assignments must be completed according to the syllabus and instructions given in class and turned in to receive a passing grade.

Assignments must completed in accordance to the syllabus and be given a passing grade to pass the course. Assignments will not be accepted after the due date.

Attendance is required. In the event that a student misses more than 25% of the class meetings, s/he will be asked to withdraw from the course, or s/he will receive a failing grade. It is the student's responsibility to contact the enrolling college and drop the class. If you fail to do this you will receive an F for your final grade.

Repeated tardies may effect your final grade.

The policy of ACCK concerning cheating and plagiarism will be strictly followed in this class.

Accommodations will be made for students with disabilities.

Grading Scale:

70%-100%	= Pass
Below 68%	= Fail

Assignments

1. Independent Study in Interdisciplinary Activity Paper

Each student will be required to spend 4 hours in an activity that is outside of their discipline. Students will then write a one to two page paper standard margins double spaced describing the activity and write a reflection on their experience and what they have learned.

2. REACT PAPERS (4 Papers)

The React Papers are to be written on specific readings listed in the syllabus. They are to be no more than one page, single spaced, typed. Standard margins (one inch) and size type (12 point) will be required. The first part of the paper should describe the assigned article and the second half should consist of personal reactions to the article focusing on critical analysis of the reading. The second part of the note form should use the **REACT** method of analyzing the reading:

R - **R**ead
E- **E**valuate the reading for consistency and accuracy with other professional reading you have done.
A- How could you **A**pply this information?
C- How can you **C**onnect what you learned from the reading to previous learning or previous experiences?
T- What are your **T**houghts and feelings about the reading topic? Did the reading leave you with any questions or comments?

Articles:

1.	Systems Theory Readings (2) & Making Teams Work	Due
2.	Conflict Resolution: We Cant Work it Out: Teaching Conflict management	Due
3.	Redesigning Social Work in Inclusive Schools	Due
4.	Choose one article on Cultural Diversity	Due

3. Evaluation Form

Students must complete the Right Form the Start Student Evaluation Form with their mentor team during the first month of their placement and then again in the last month. Students will not be evaluated on individual progress.

Course Time line

Date	Topic	Reading
9/11	Project Orientation Confidentiality Etiquette Responsibilities for Right from the Start Interdisciplinary Perspective Set Course Schedule	
10/2	Systems Theory Foundations of Social Work	-Systems Theory Readings (2) & Making Teams Work -One Article on Cultural Diversity
11/13	Conflict Resolution	-Conflict Resolution: We Cant Work it Out:Teaching Conflict Management
12/11	School Social Work and School Counseling	-Redesigning Social Work in Inclusive Schools

Developed by: Right From the Start: Partners in Education
USDOE Grant #HO29K960023

SYLLABUS
Topics in Special Education: Topic 0
Topics in Service Integration
Spring 200 / 0-1 hr.

1st class January 22
9:00 - 2:00
ACCK Media Center

2nd class February 19
11:00-1:00

3rd class March 11
9:00-11:00

4th class April 15
11:00-1:00

Instructors: LeAnn Bravi, B.S, L.P.N
Kirsten Bruce, L.M.S.W.
Cindy Shotts, M. Ed.
Vicki Scott, Ed.D.

Required Reading: Are listed on the syllabus and will be given out the first day of class.

Course Objectives:

- Students will demonstrate understanding of school health services and processes through class discussion and activities.
- Students will demonstrate knowledge of the process of delegation of medical procedures in school settings in REACT paper.
- Students will demonstrate basic understanding of Individual Health Care Plans (IHCP) through class discussion and activities.
- Students will demonstrate a basic knowledge of the characteristics of child health, nutrition and medication related issues through class discussion and activities.

Policies:
Please, no children in class.

Should you wonder whether class will be held on an evening with poor weather, call ACCK or your home campus switchboard after 3:30 p.m. to find out. We will need to reschedule any missed classes or find some creative way to make up the work

All assignments must be typed unless otherwise stated in the syllabus.

All assignments are due on the due date at the beginning of class. Keep copies of all assignments that are turned in.

All assignments must be completed according to the syllabus and instructions given in class and turned in to receive a passing grade.

Assignments must completed in accordance to the syllabus and be given a passing grade to pass the course. Assignments will not be accepted after the due date.

Attendance is required. In the event that a student misses more than 25% of the class meetings, s/he will be asked to withdraw from the course, or s/he will receive a failing grade. It is the student's responsibility to contact the enrolling college and drop the class. If you fail to do this you will receive an F for your final grade.

Repeated tardies may effect your final grade.

The policy of ACCK concerning cheating and plagiarism will be strictly followed in this class.

Accommodations will be made for students with disabilities.

Grading Scale:		
	70%-100%	= Pass
	Below 68%	= Fail

Assignments

1. Independent Study in Interdisciplinary Activity Paper

Each student will be required to spend 4 hours in an activity that is outside of their discipline. You must choose an activity that is in a field that is different than the field you choose last semester. Students will then write a one to two page paper standard margins double spaced describing the activity and write a reflection on their experience and what they have learned.

2. REACT PAPERS (3 Papers)

The React Papers are to be written on specific readings listed in the syllabus. They are to be no more than one page, single spaced, typed. Standard margins (one inch) and size type (12 point) will be required. The first part of the paper should describe the assigned article and the second half should consist of personal reactions to the article focusing on critical analysis of the reading. The second part of the note form should use the REACT method of analyzing the reading:

R - Read
E- Evaluate the reading for consistency and accuracy with other professional reading you have done.
A- How could you Apply this information?
What will you use from this article in the future?
C- How can you Connect what you learned from the reading to previous learning or previous experiences?
T- What are your Thoughts and feelings about the reading topic?
Did the reading leave you with any questions or comments?

Articles:
Article for REACT Papers are Underlined.

1. Individualized Health Care Plans
Managing Communicable Diseases and Students with Special Health Care Needs — Due Feb. 19
2. Health Care Service for Children with Disabilities — Due March 11
Growing Challenge for Teachers- Providing Medical Procedures for Students
3. Specialized Health Care Procedures in Schools: Training and Service Delivery — Due April 15

3. Evaluation Form

Students must complete the Right Form the Start Student Evaluation Form with their mentor team during the first month of their placement and then again in the last month. Students will not be evaluated on individual progress.

Course Time line

Date	Topic	Reading
1/22	Overview of School Health Services Characteristics of Children with Health Care Needs Universal Precautions	
2/19	Health Care Plans REACT Due	1)Managing Communicable Diseases and Students with Special Health Care Needs 2)Individualized Health Care Plans
3/11	Delegation of Health Care Procedures REACT Due	1)Health Care Service for Children with Disabilities 2)Growing Challenge for Teachers- Providing Medical Procedures for Students
4/15	Wrap Up REACT Due Activity Paper Due Evaluation Form Due	1)Specialized Health Care Procedures in Schools: Training and Service Delivery

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USDOE Grant #H029K960023

APPENDIX C

Student Contract

Student Contract

I, _ _ _____, understand that as a part of my responsibilities I must fulfill the following duties. These responsibilities are as follows:

1. Spend at least 6-8 hours each week in the assigned location.
2. Be on time at practicum sites and mentor/team meetings.
3. Meet with mentor teams as required by individual teams.
4. Become involved in the practicum site and welcome responsibilities
5. Positively contribute to the greater good of the team.
6. Keep time sheets, contracts, journals, and other assignments as required.
7. Attend and successfully complete course work.
8. Attend scheduled faculty/student meetings
9. Ask as many questions and have as much fun as you can!

Practicum site_____

Day of the week	Teacher	Time

_____ Signature of RFS Student

_____ Signature of RFS Faculty mentor

_____ Signature of RFS Mentor Teacher

_____ Signature of RFS Mentor Teacher

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APPENDIX D

Student Application

Right From the Start: Partners in Education
Student Application

Stipends are available for the 1999-2000 academic school year to full and part-time students seeking a degree in Early Childhood Special Education (ECSE), Elementary Special Education, social work or nursing.

General Eligibility Requirements: Students in early childhood special education, elementary multi-categorical special education, social work or nursing at the freshman or sophomore level and who are enrolled or about to enroll in one of the six ACCK colleges are eligible to apply. Applicants must also have an overall GPA of 2.75 or above.

Amount of Stipends: $1,500.00 will be awarded to the student during a single academic year. This amount will be sent directly to a financial aid officer at the student's college to off-set tuition.

Recipients' Responsibilities: The purpose of the stipend is to provide financial support toward the education of persons entering the field of early childhood intervention, elementary special education, social work or nursing. Students who receive stipends agree to work between four to six hours weekly in McPherson County early childhood programs or McPherson elementary schools. Students will also be required to attend student/faculty meetings. Students will serve on teaching teams with college faculty, general educators, special educators, social workers and/or nurses. Stipend recipients must demonstrate satisfactory progress toward completing their approved program of studies by maintaining at least a 2.75 cumulative GPA in related courses.

Selection Procedures: The Right From the Start Management Team will determine stipend recipients. Criteria for awarding stipends include a cumulative GPA of 2.75 or better in related courses and the interview process.

Application Procedures:

1. Complete the application for stipend.
2. Write a cover letter to accompany the application.
3. Write a two-page summary which addresses your reasons for entering the field, your qualification for the stipend, and your future career plans.
4. Submit transcript(s). Photocopy is acceptable.
5. Ask for two letters of support. One of the letters should come from your campus advisor or employment supervisor.
6. Attend an interview with the Right From the Start Management Team.

Send all Materials to:

Dr. Victoria Scott
Associated Colleges of Central Kansas
210 S. Main Street
McPherson, KS 67460
Phone: 316-241-5150 Fax: 316-241-5153

Right From the Start
Application for Stipend

Name_____**Present/Prospective College**_____

College/Local Mailing Address_____

Work Phone_____**Home/Local Phone**_____

Permanent Mailing Address_____**Phone**_____

Classification _____Sophomore ____Junior

Level Preference
(Choose !st, 2nd
and 3rd choice)

_____Infant-Toddler
_____Preschool 3-5 years
_____Kindergarten
_____Grades 1,2, &3
_____Grades 4 & 5

Are you willing to work with other levels?

___Yes ___No

Overall GPA_____

Will you be a full or part-time student?_____

Experience with infants, toddlers, preschool-age, or children with disabilities and/or their families.

_____

_____

_____

_____

Paid work experience with children with disabilities_____

_____

Honors, professional memberships and related activities_____

_____

Please attach a transcript. Photocopies acceptable.

_____ _____

Student Signature Date College Advisor Signature Date

Note: Application is incomplete without signatures.

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stipend.wpd

APPENDIX E

Sample Forms

Team Meeting Worksheet

*Date*_____

Persons attending

_____ _____ _____

_____ _____ _____

Absent

_____ _____

Facilitator _____

Timekeeper _____

Recorder _____

AGENDA

Item Time_____
1. Set agenda

Item Time_____
2.

Notes:

Item Time_____
3.

Notes:

Item Time_____
4.

Notes:

Item Time_____
5.

Notes:

Item 6. Time_____

Notes:

Item 7. Time_____

Notes:

Item 8. Time_____

Notes:

Item 9. Time_____

Notes:

Action Items

1. Communicate with absent members Who?_____When?_____

2. Who?_____When?_____

3. Who?_____When?_____

4. Who?_____When?_____

5. Who?_____When?_____

Orientation Checklist

1. This orientation checklist is a suggested tool for getting acquainted with the elementary school environment you will be a part of for the next two years.

1. Discuss detail items. (Parking, bathrooms, eating facilities, lunch and break times, dress code, scheduled school holidays, signing in and signing out, map of school building and city.)

2. Receive an orientation schedule. (Persons to meet or to be introduced to, i.e. clerical staff, administrators etc...)

3. Receive an explanation for clerical or record keeping system. (Where are records kept? Who has access to records? How are mail and messages handled.)

4. Receive instructions on operating machines in the office. (Copy machine, telephone, VCR, fax and computer.)

5. Receive explanation on how you are to identify yourself in a) written records b) on the phone c) in oral contacts with families or others.

6. Receive specific confidentiality requirements of the school. (Release forms, confidentiality policy.)

7. Receive a bibliography of suggested readings to orient yourself with a specialized field of practice (i.e. special education). Receive a list of easy access materials.

8. Discuss specific time schedules. (When you will be on site, specific times of supervision with your cooperating teacher, or mentor team meetings etc...)

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cklist.wpd

Student Notebook Contents

1. Project goal--vision---very short visual if possible

2. Project overview: sites
   List of students--address, phone, E-mail
   List of mentors (include all--sites and ACCK)

3. ACCK special education program-brief overview

4. Roles and expectations:
   Students
      Student requirements
      List of skills, activities suggested for in the classroom for first and second year

   Mentor professionals (classroom teachers, social workers, counselors, nurses, special educators)
      List of mentor responsibilities

   Faculty mentors
      List of faculty responsibilities

5. Meetings: purpose, format, agenda forms, list of topics for first several meetings
      Who should facilitate; taking minutes; insuring team participation by students

6. Tips for communicating--formats

7. Calendars; scheduling formats

8. Resources available to students and mentors

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Field Assignment Planner

Name_____College_____

Semester_____Year_____

Use this planner with your course syllabi to coordinate assignments from your courses with your Right from the Start schedule. Begin by writing field assignments from your syllabi, when due, and time on-site required on the chart. Leave the last column blank, so that your mentor team can help you plan activities. Bring the chart with field assignments from all your classes to the student orientation workshop.

Course/ instructor	Field assignments	Date due	Time	Activity to accomplish (plan with mentors)
Example: Art Methods John Doe	Two art projects with elementary students	Dec 1	2 hours	

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planner.wpd

Right From the Start: Partners in Education
Student Schedule

Name_____ Address_____

College_____ Phone_____ E-mail_____

Please write in your class, work and extracurricular activity schedule.

Day of week	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m					
9:00 a.m					
10:00 a.m					
11:00 a.m					
12 Noon					
1:00 p.m					
2:00 p.m					
3:00 p.m					
4:00 p.m.					
5:00 p.m					
Evening					

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stusch.wpd

Time Sheet

(If you are required to complete a time sheet for some other course, a copy is acceptable.)

Name _____

Month _____

Date	Activity	Time In	Time Out	Total	Location	Mentor's Initials

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tmesht.wpd

The Time Sheet should be turned in to at the end of each month.

CERTIFICATION OF HEALTH FOR SCHOOL PERSONNEL
K.S.A. 72-5213

To be completed by the Applicant/Employee:
(Form to become part of the personnel File)

Name:_____ **Social Security Number:**_____

Home Address:_____ **Birthdate:**_____
(Street, City and Zip Code)

JobTitle:_____ **WorkSite:**_____

****

Tuberculin Testing Results
(To be completed by the Health Care Professional)

Tuberculosis has been ruled out by:

Test	Date of Test	Date Test Read	Result
Mantoux/PPD	_____	_____	_____mm induration (Positive)
			_____ (Negative)
Chest X-Ray:	_____	_____	_____ (Negative/Positive)

Testing Conducted by:_____ _____
(Health Facility)

Individual Who Read Test: _____
(Signature)

****

Physician's Statement

I have, this date, examined _____**and find no evidence of any physical condition that**
(Signature)

would conflict with the health, safety, or welfare of the pupil or would prevent the individual from working in a safe and healthful manner. List limitations or restrictions, if any.

Comments: _____
_____
_____
_____

_____ _____
(Signature of Licensed Physician) **(Examination Date)**

_____
(Address)

This medical evaluation has been conducted under the guidelines established by K.S.A. 72-5213 as indicated below:
Certification of health; form and contents; expense of obtaining. Every board of education shall require all persons, whether employees of the school district or under the supervision thereof, who come in regular contact with the pupils of the school district, to submit a certification of health signed by a person licensed to practice medicine and surgery under the laws of any state on a form prescribed by the secretary of health and environment. The certification shall include a statement that there is no evidence of physical condition that would conflict with the health, safety, or welfare of the pupils; and that freedom from tuberculosis has been established by chest x-ray or negative tuberculin skin test. If at any time there is reasonable cause to believe that any such person is suffering from an illness detrimental to the health of the pupils,I the school board may require a new certification of health. The expense of obtaining certification of health may be borne by the board of education. (1980). Revised, 5/95

Policy

Matters of Confidentiality

This document regards matters of confidentiality pertaining to Right From the Start (RFS) team members. RFS strives to create a team approach for the delivery of services to children birth through grade five and their families. In order to create this type of environment students need to be privy to relevant information beyond basic education records. Relevancy of information shall be determined by individual Mentor Teams. This information may be obtained through teacher, parent, student interactions or discussed during team meetings.

The RFS faculty members want to ensure matters of confidentiality are not taken lightly by any team member; therefore any breech of confidentiality shall be reported to RFS faculty members and may result in the termination of a team member's placement. Students will agree to follow the Kansas State Department of Education's policy on confidentiality, the National Association of Social Workers' and /or the Council for Exceptional Children's code of ethics. Students who have obtained a release of information form parents will be allowed access to:

- information in all team meetings (suspended only by a building administrator or the Director of Special Education.)
- information from or during home visits conducted with the approval of the Mentor Team.
- information gained during classroom experience.
- Individual Education Program (IEP) or Individual Family Service Plan (IFSP) documents.
- confidential educational records in cumulative folder and/or psychological testing folder.
- information regarding health (through teacher or health coordinator.)
- videotaping and photographing at the team's discretion.

I have read and understand the confidentiality policy. I understand a breech of confidentiality can be grounds for termination from the project.

_____

Date Student Signature

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USDOE Grant # HO29K960023

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Right From the Start: Partners in Education
Student Follow-up

Student's name_____Date_____

Team members who evaluated:

Please rate the student's skill levels during the first month of placement and again near the end of placement. Circle a rating for each skill with 5 being highest level of skill. Circle NA if that item was not observed or appropriate to your setting.

Skill	First month	Final
1. Ability to relate with individual children/students	5 4 3 2 1 NA	5 4 3 2 1 NA
2. Ability to relate with supervisor/mentor	5 4 3 2 1 NA	5 4 3 2 1 NA
3. Skill in facilitating small groups	5 4 3 2 1 NA	5 4 3 2 1 NA
4. Knowledge of school culture	5 4 3 2 1 NA	5 4 3 2 1 NA
5. Ability to work with interdisciplinary team	5 4 3 2 1 NA	5 4 3 2 1 NA
6. Ability to communicate well with families	5 4 3 2 1 NA	5 4 3 2 1 NA
7. Ability to plan and implement intervention activities with children with special needs	5 4 3 2 1 NA	5 4 3 2 1 NA
8. Ability to observe and assess child strengths and needs	5 4 3 2 1 NA	5 4 3 2 1 NA
9. Confidence in applying behavior management principles	5 4 3 2 1 NA	5 4 3 2 1 NA
10. Knowledge of IEP/IFSP process	5 4 3 2 1 NA	5 4 3 2 1 NA
11. Ability to provide instruction or activities to meet individualized needs	5 4 3 2 1 NA	5 4 3 2 1 NA
12. Comfort with inclusion of children with special needs	5 4 3 2 1 NA	5 4 3 2 1 NA

What suggestions does the team have as feedback for the student?

What suggestions does the team have as feedback for the project?

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Agenda items for mentor teams

Most mentor teams will need to discuss these (or similar) items during the first few team meetings. Please use this list as suggestions and add items that apply to the specific students and mentors.

_____Get acquainted; assist students to feel at ease and comfortable

_____Information about how and when to contact mentors with questions or absences

_____Student and mentor schedules; planning schedule for student involvement

_____Calendar of coming events and/or opportunities for student participation

_____Plan dates for future mentor team meetings

_____Plan with student to accomplish course assignments

_____Share details: parking, bathrooms, eating facilities, lunch and break times, signing in and signing out, map of facility

_____Introductions to personnel; clerical, administrators, etc.

_____Specific information to help college student work with individuals; classroom rules, behavior expectations

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Mentors: roles and responsibilities

Assist the college student to participate fully in on-site opportunities:

- Plan with student and mentor team for student involvement
- Assist student to identify opportunities on-site to complete course requirements
- Orient student to routines, set-up, schedules, etc.
- Provide written lesson plans and explanations to clarify methods used
- Share classroom philosophy, behavior expectations and methods (written and verbal)
- Encourage student questions

Assist the college student to learn and practice new skills

- Plan with student and mentor team to identify skill for practice
- Demonstrate desired methods; explain methods used
- Provide written curriculum or instructional method materials
- Allow student to assist with planning
- Cultivate climate for practice--try, feedback, reflect, try again
- Assist student to work with individual student; then small group
- Observe and give feedback to student about progress
- If appropriate allow student to audio or videotape self

Assist faculty

- Share professional philosophy and issues
- Acquaint faculty with new curriculum or instructional materials
- Allow faculty to participate in program or classroom
- Give feedback to faculty about students
- Give feedback to faculty about teaming issues
- Allow faculty to practice new skills--give feedback on progress
- Provide information for evaluation of project
- Assist with training events or present at college classes if interested
- Present at state or national conferences if interested

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mntr&r.wpd

College Faculty: roles and responsibilities

Participate with mentor team to support college students
- Facilitate communication between students and mentors
- Facilitate beginning mentor team meetings
- Assist team with written agendas and meeting minutes
- Provide resources
- Assist student with coaching as needed
- Act as liaison for college instructors

Provide additional training for students
- Provide orientation workshop
- Meet monthly with students to identify and provide for group training
- Assist individual students in professional development

Provide support to mentors
- Provide training or resources as requested
- Provide assistance with college student-related concerns
- Offer assistance with program, curriculum, or other activities that fit the skills or interests of the faculty member
- Provide feedback to mentors about project

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facr&r.wpd

Parental Permission Letter

Dear Parents:

I am a student trainee with _____ which will allow me to work _____. I would like your permission to review your child's records so that I can be involved as an intern with your child's services.

I will keep all information confidential, and will be involved in observing your child, planning with your child's teachers, observing the therapists as they work with your child, and observing at your child's next IEP meeting.

If you are willing for your family and child to participate in this activity, please sign the attached form and return it to your child's teacher.

If you have any questions, please feel free to call_____

_____

.

Thank you.

Signed:_____ _____

Student Date

- - - -

Right from the Start Team Process

Developed by: Right From the Start Partners in Education -- USDOE Grant # HO29K960023

Team Building Process

- Members set group and personal goals and norms
- Train for team skills
- Progress through team developmental stages
- Develop safe climate for experimentation and equity
- Evaluate progress toward interaction, interdependence, use of team skills, individual accountability

Team Task Process

- Trust building
- Develop goals to meet stated objectives and needs of members, children/students, and families
- Plan to meet needs and goals
- Implement plans
- Reflect and revise
- Evaluate outcomes for team members, children/students, and families

Student/faculty Development Process

- Entry and orientation
- Observation
- Development of personal and team goals
- Plan with team to achieve goals
- Team provides modeling and resources
- Experimentation and practice with feedback
- Gradual implementation to full implementation
- Reflection, team feedback, and self evaluation
- Develop new goal

APPENDIX F

Resource List

NURSING RESOURCES

Haas, Marykay, B., Ed. (1993), The School Nurse's Source Book of Individualized Healthcare Plans, Sunrise River Press, North Branch, MN.

Porter, S., Haynie, M., Bierle, T., Heintz Caldwell, T., and Palfrey, J., (1997), Children and Youth Assisted by Medical Technology in Education Settings., Second Edition, Paul Brookes Publishing Company, Baltimore, MD.

Guidelines for Serving Students with Special Health Care Needs-Part 1, (1996), Kansas Department of Health and Environment, Topeka, KS.

Guidelines for Serving Students with Special Health Care Needs, Specialized Nursing Procedures-Part II, (1999), Kansas Department of Health and Environment, Topeka, KS.

Social Work Resources

Gregson, B. (1982). The Incredible Indoor Games Book. Torrance, CA: Fearon Teacher Aids.

Health & Social Work. A Publication from the National Association of Social Workers. Washington, DC.

Huggins, P., Moew, L. & Manion, D.W. (1995). Teaching Friendship Skills. Longmont, CO: Sopris West.

Mannix, D. (1993). Social Skills Activities for Special Children. New York: The Center for Applied Research in Education.

National Association of Social Workers. (1996). Code of Ethics. Washington, DC: Author.

Sadalla, G., Holmberg, M., Halligan, J. (1995). Conflict Resolution: An Elementary School Curriculum. San Francisco: The Community Board Program, Inc.

Social Work in Education Journal. A Publication from the National Association of Social Workers. Washington, DC.

Wittmer, J., Thompson, D. W. (1995). Large Group Guidance Activities: A K-12 Sourcebook. Minneapolis: Educational Media Cooperation.

APPENDIX G

Activities List

Education-related activities

Goal 1: To enhance the preparation of special educators, social workers and nurses to provide multi-disciplinary services to children in early childhood or elementary school settings

General-applies to all levels:

- Observe individual children and record anecdotal information
- Document experiences with photographs, audio or videotape (permission required) example: videotape student reading a story to group
- Make bulletin board, display, or learning materials
- Work with individual children, and small groups
- Assist team with planning for individual child or whole group; develop materials, assist with instruction
- Investigate curriculum materials and resource
- Investigate resources about specific disabilities
- Assist with special events (parties, field trips, school theme projects, skit or play)
- Set up activity or learning center; experiment or demonstration
- Read a story aloud to individuals, small groups, whole group
- Teach a song
- Assist with playground or other activities outside the classroom
- Eat with children
- Observe, take data, and assist with behavior plan
- Work with team on IFSP/IEP or other learning plan as appropriate
- Assist team to develop modifications/adaptations for a student
- Develop resource lists: books, technology, records or tapes
- Use the Internet to locate current information for educators
- Observe, plan, assist, and/or implement activities with other grade levels to meet specific course requirements

Infant-toddler services:

- Observe, then assist with planning and implementing play group
- Observe, then assist with screening or evaluation
- Observe home visit, assist with planning and participate as appropriate
- Analyze use of toys and what they teach
- Videotape play group or other activity

Early Childhood Center:

- Observe and record anecdotal information
- Analyze playground and classroom environment
- Observe, then assist with screening or evaluation activities
- Record language samples
- Administer evaluation tools

Elementary

- Grade papers and assist students having difficulties
- Monitor a test
- Give a standardized test (if you have completed assessment)
- Rewrite a test for students with difficulties
- Teach a learning strategy
- Develop a curriculum based assessment (used weekly)
- Go to P.E., art, or music with students
- Learn strategies for teaching letter-sound correspondences, phonics generalizations, word identification strategies, concept/vocabulary development, and comprehension abilities
- Select, administer, and interpret a developmentally appropriate informal reading inventory
- Build a case study of a child's reading strengths and weaknesses, using a variety of types of diagnostic tasks
- Construct a thematic lesson (social studies, reading, science, etc.) based on a current trade book

Goal 2: To create opportunities for practicing professionals, students and college faculty to learn together using a multi-disciplinary team approach

General-applies to all levels

- Plan with mentor team: to facilitate college student participation, for specific children, for lesson and unit implementation
- Attend a professional meeting, workshop or inservice training
- Participate in peer coaching activities
- Present at student-faculty meetings, school, community, parent, or professional events
- Observe, then participate in team meetings such as building teams, staffings, evaluation or IEP teams as appropriate
- Interview teacher or allied professional
- "Shadow" an allied professional
- Attend regular staff meetings, committee meetings, and/or grade level meetings

Goal 3: To encourage family support and involvement with their child's program or school

General-applies to all levels

- Investigate family involvement resources
- Observe family conference such as an IFSP/IEP conference
- Write a note or newsletter article
- Attend and/or assist with a family event
- Accompany mentor on a home visit
- Organize a family resource area
- Interview family member

Goal 4: To increase collaboration between preschool programs, public schools, higher education and community agencies

General-applies to all levels

- Attend site council, advisory committee, or other program or school meeting
- Attend a community interagency meeting
- Assist with booth or display at carnival, parent university or other community event
- Investigate community agency resources; develop resource file

Social Work related activities

Goal 1: To enhance the preparation of special educators, social workers and nurses to provide multi-disciplinary services to children in early childhood or elementary school settings

- Create bulletin board with nursing students
- Work with counselor to provide more comprehensive service to students
- Facilitate social skills group activities

Goal 2: To create opportunities for practicing professionals, students and college faculty to learn together using a multi-disciplinary team approach

- Attend mentor meetings
- Attend monthly student meetings
- Present social work related topics at student meetings

Goal 3: To encourage family support and involvement with their child's program or school

- Plan and assist with family/parent activities
- Assist with parenting classes

Goal 4: To increase collaboration between preschool programs, public schools, higher education and community agencies

- Attend interagency council meetings
- Assist with resource center activities
- Gather resources for family resource center
- Assist with community or agency needs assessment

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Nursing related activities

Goal 1: To enhance the preparation of special educators, social workers and nurses to provide multi-disciplinary services to children in early childhood or elementary school settings

- Plan and facilitate small group activities related to health, nutrition, or hygiene
- Develop classroom lesson (related to health/wellness) in conjunction with the classroom teacher
- Observe or shadow school nurse or health coordinator

Goal 2: To create opportunities for practicing professionals, students and college faculty to learn together using a multi-disciplinary team approach

- Attend mentor meetings
- Attend monthly student meetings
- Observe multi-disciplinary team assessment with health/nutrition component

Goal 3: To encourage family support and involvement with their child's program or school

- Support/assist with planning for health fair activities
- Support/assist in development and implementation of family resource rooms with health, nutrition, and wellness resources

Goal 4: To increase collaboration between preschool programs, public schools, higher education and community agencies

- Support/assist community agencies (health department, extension) with project activities related to health, nutrition and wellness

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USDOE Grant # H029K960023

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APPENDIX H

Pre and Post Assessment

Summary of Student Follow-up Rating

1999-2000 Project Year 3

The following rating scale was used as a student self assessment. Students rated themselves, then discussed each item with their teams. 13 students completed both the pre and post assessment. Ratings were tabulated and averaged for the summary scores.

Skill	First month	Final
1. Ability to relate with individual children/students	4.53	4.85
2. Ability to relate with supervisor/mentor	4.69	4.85
3. Skill in facilitating small groups	3.69	4.46
4. Knowledge of school culture	3.38	4.31
5. Ability to work with interdisciplinary team	2.23	2.38
6. Ability to communicate well with families	0.62	1.69
7. Ability to plan and implement intervention activities with children with special needs	1.46	2.92
8. Ability to observe and assess child strengths and needs	2.85	4.38
9. Confidence in applying behavior management principles	2.92	4.08
10. Knowledge of IEP/IFSP process	0.92	2.77
11. Ability to provide instruction or activities to meet individualized needs	3.54	4.62
12. Comfort with inclusion of children with special needs	3.77	4.00

- Children at the Lincoln Elementary School site improved reading scores according to Kansas State Assessments. Project staff provided extensive inservice training and direct service to children on phonemic awareness from

1997 through 2000. At least 8 preprofessionals participated at Lincoln each year of the project. While this project may not be the total cause of the effect, reading scores jumped in every category from 1997 when the project began until 1999 which is the last year reported. Scores had been stable for three years before 1998 varying only a point or even going down.

	1997	1999
Expository reading:	68.5	70.1
Narrative reading:	60.1	69.1
Reading Index:	64.3	69.3

GLOSSARY

Mentor professionals- teachers, nurses, social workers, counselors and other related service providers at the following sites:

Early Childhood Center—McPherson, Kansas
Eisenhower Elementary—McPherson, Kansas
Infant-Toddler Center (MCKIDS and Parents As Teachers)—McPherson, Kansas
Lincoln Elementary—McPherson, Kansas
McPherson County CONNECTIONS, Inc.—McPherson, Kansas
McPherson County Health Department—McPherson, Kansas
McPherson Family Life Center—McPherson, Kansas
Soderstrom Elementary—Lindsborg, Kansas
Washington Elementary—McPherson, Kansas
YMCA Afterschool Program—Lindsborg, Kansas

Preservice professionals- early childhood special education, elementary special education, nursing and social work students.

Preservice programs- Associated Colleges of Central Kansas (ACCK) early childhood and elementary special education students, Kansas Wesleyan Univeristy nursing students and social work students from Bethany and Bethel colleges.

Project Staff-
LeAnn Bravi, B.S., L.P.N.-- ACCK and Nursing Liaison
Kirsten Bruce, L.M.S.W.-- ACCK and Social Work Liaison
Marlysue Holmquist, M.Ed.-- Bethany College and School Site Faculty
Terri Johnson, M.S.N. --Kansas Wesleyan University and School Site Faculty
Marilyn Kimbrell, Ph.D. --McPherson College and School Site Faculty
Margaret Presley, M.S.W. --Bethany College and School Site Faculty
Victoria Scott, Ed.D,--ACCK and Project Director
Cynthia Shotts, M.Ed.-- ACCK and Project Coordinator

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